

Flutterbies Childrens Centre

50-52 Hen Lane, Holbrooks, Coventry, CV6 4LB



Inspection date	25 January 2017
Previous inspection date	18 July 2016

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- Children's safety is compromised. Risk assessment of the areas used by children is not good enough.
- Some routines within nursery do not fully reflect good hygiene routines. Procedures at mealtimes for serving foods are not appropriate and result in the cross-contamination of foods.
- Occasionally, the staff do not give enough consideration to how children of different abilities can be fully involved when taking part in planned activities together.

It has the following strengths

- The setting has taken steps to address the issues raised at the last inspection. Through the monitoring of practice, supervision meetings and professional development opportunities, staff have developed their understanding of how children learn and develop in order to support them to make progress.
- Managers monitor the observations, assessments and planning routines to ensure that children access a variety of appropriately targeted activities and learning opportunities.
- Children's independence is supported well. They make informed choices with regard to their play and they become confident in their own personal care routines.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ take all reasonable steps to ensure that children are not exposed to risks, with specific regard to ensuring all potential hazards are removed in the outdoor play	27/01/2017
■ ensure that those responsible for preparing and handling food are competent to do so.	26/01/2017

To further improve the quality of the early years provision the provider should:

- support the involvement of children of different ages when they take part in planned activities together.

Inspection activities

- The inspector observed activities in all of the play areas, the outside learning environment and conducted joint observations with the nursery manager.
- The inspector held a meeting with the manager of the provision. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessment and safety records.
- The inspector checked evidence of suitability and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account the views of parents spoken to on the day of the inspection.

Inspector

Tracey Boland

Inspection findings

Effectiveness of the leadership and management is inadequate

Arrangements for safeguarding are not effective. Staff do not assess potential risks within the environment appropriately, especially in relation the outdoor area. While documentation is completed to say all areas are safe and suitable for the children to use, in fact there are times when this is incorrect. For example, cat faeces is not identified or removed from the play area and broken plastic planters with sharp edges where children play. That said, staff are aware of the potential signs of abuse and neglect and ensure that parents adhere to the clear policy that asks that no mobile phones and cameras are used in the nursery. Clear routines are in place for the recruitment of new staff. Required checks are undertaken to ensure staff are suitable to care for children. Appraisals and support systems enable managers and staff to identify professional development opportunities and monitor practice. Managers and staff are developing systems for promoting partnerships with parents. A recent change of management has led to a review of practices. New ideas are currently being introduced to encourage parents and staff to work together to help develop the nursery provision. On the whole parents are happy with the service.

Quality of teaching, learning and assessment requires improvement

Staff develop an understanding of children's interests and abilities through information gathered from parents at the start of their child's placement. They use this alongside their own observations and assessments to identify future learning needs and to plan a variety of activities. Children's language and communication skills are supported by staff. They use repetition of simple language for babies and young children and encourage older children to talk about and recall activities they have been involved in. Older children use their imagination. For example, they use tools to cut materials and safety equipment, such as hard hats and high-visibility jackets as they build and construct using large foam bricks. Children are encouraged to count and identify numbers during activities. However, staff do not always take into account the different learning abilities of the children during planned activities.

Personal development, behaviour and welfare are inadequate

Children's welfare is not assured. For example, staff scraping food off a child's plate back into the serving dish is not appropriate and poses a risk to children's health. While children enjoy spending time outdoors each day, procedures for ensuring all areas are safe and suitable are not good enough. Children are relaxed in the daily routine. Staff promote good behaviour and children are fully conversant with the 'golden rules' that are in place within the nursery. Children's dietary needs are known by staff and respected. Meals are freshly prepared each day and there are ample foods provided. Children rest and sleep according to their needs and their individual care routines are followed by staff. Children use a variety of equipment that support their physical development. For example, they use wheeled toys and equipment. They develop control and coordination as they use low-level wooden bars to walk along. Babies enjoy moving their bodies to music.

Outcomes for children require improvement

While children generally make progress, there are times when activities to support their counting skills and number recognition do not take account of the differing learning abilities of the children involved. Children enjoy playing with their chosen friends and close relationships have formed. Children develop their independence skills. They learn to put their coats and wellingtons on for outdoor play. Children make marks and practise their early writing skills. Older children collect their name cards at group time and place them on the wall to show they are present.

Setting details

Unique reference number	EY418306
Local authority	Coventry
Inspection number	1057188
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 5
Total number of places	58
Number of children on roll	64
Name of registered person	Tommies Childcare Ltd
Registered person unique reference number	RP900852
Date of previous inspection	18 July 2016
Telephone number	02476 638 700

Flutterbies Childrens Centre was registered in 2010. It employs eight members of childcare staff. All of whom, hold early years qualifications to level 2 or 3. The setting is open all year round from Monday to Friday and sessions are from 7.30am to 6pm. It provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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